

Title of Material: _____

Publisher: _____

Reviewer: _____

Passed for Research-Based Reading? _____ Yes _____ No

Research-Based Reading for “Reading First” Third Grade



COMPREHENSIVE PROGRAM INFORMATION SHEET

COMPREHENSIVE PROGRAM _____

GRADE LEVEL _____

REVIEWER _____

1. DOES THE PROGRAM MEET THE DEFINITION OF A COMPREHENSIVE PROGRAM?

2. DID THE PUBLISHER SUBMIT EVIDENCE OF EFFECTIVENESS OF THE PROGRAM WITH AT-RISK POPULATIONS?

3.

AREAS OF WEAKNESS IN THIS GRADE LEVEL	WAYS TO ADDRESS AREAS OF WEAKNESS

4. PARTS OF THE PROGRAM THAT ARE NECESSARY TO PURCHASE TO TEACH THE CRITICAL COMPONENTS OF READING FOR THIS GRADE LEVEL:

Grading Key: ☒ Clearly evident ☐ Somewhat evident ☐ Not present

PHONEMIC AWARENESS is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.

High Priority Items – Phonics Decoding and Word Recognition Instruction [Systematic NRP, pg. 2-132]				
Rating	Criterion	Evidence		
		week 10 or initial instruction	week 15	week 25
	1. Emphasizes reading harder and bigger words (i.e., multisyllabic words) and reading all words more fluently. Teaches strategies to decode multisyllabic words using the structural features of such word parts as affixes (e.g., <i>pre-</i> , <i>mis-</i> , <i>-tion</i>) to aid in word recognition. (<i>w</i>)			

Third Grade Decoding and Word Recognition Instruction – High Priority

Tally the number of criterion/elements with each rating. _____ ☒ _____ ☐ _____ ☐

Discretionary Items – Phonics Decoding and Word Recognition Instruction	
Rating	Criterion
	1. Separates word parts that are highly similar (e.g., <i>ight</i> and <i>aight</i>).
	2. Introduces word parts that occur with high frequency over those that occur in only a few words.
	3. Teaches the word parts first and then incorporates the words into sentences and connected text.
	4. Extends instruction to orthographically larger and more complex units (e.g., <i>ight</i> , <i>ought</i> , <i>own</i>).
	5. Provides explicit explanations, including modeling, “Think-alouds,” guided practice, and the gradual transfer of responsibility to students.
	6. Relies on examples more than abstract rules. (Begin with familiar words. Show “nonexamples.” Use word parts rather than have students search for little words within a word. <i>Examples:</i> depart, report.)
	7. Makes clear the limitations of structural analysis.
	8. Uses extended text in opportunities for application.

Third Grade Phonics Decoding and Word Recognition Instruction - Discretionary

Tally the number of criterion/elements with each rating. _____ ☒ _____ ☐ _____ ☐

Grading Key: ☒ Clearly evident ☐ Somewhat evident ☐ Not present

VOCABULARY refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

High Priority Items – Vocabulary Instruction

Rating	Criterion	Evidence		
		week 10 or initial instruction	week 15	week 25
	1. Provides direct instruction of specific concepts and vocabulary essential to understanding text and exposure to a broad and diverse vocabulary through listening to and reading stories. (w) [NRP, pg. 4-4]			
	2. Repeated and multiple exposures to vocabulary. (w) and (ss) [NRP, pg. 4-4]			
	3. Teaches strategies to use context to gain the meaning of an unfamiliar word. Context includes the words surrounding the unfamiliar word that provide information to its meaning. (w)			
	4. Variety of methods; variety of contexts. (w) [NRP, pg. 4-4]			

Third Grade Vocabulary Instruction – High Priority

Tally the number of criterion/elements with each rating. _____ ☒ _____ ☐ _____ ☐

Discretionary Items – Vocabulary Instruction

Rating	Criterion
	1. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. Uses words in context and that are encountered frequently.
	2. Restructuring of vocabulary tasks for at-risk, low achievers.
	3. Extends the understanding of concepts and vocabulary of the English language through (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict the meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words.

Third Grade Vocabulary Instruction - Discretionary

Tally the number of criterion/elements with each rating. _____ ☒ _____ ☐ _____ ☐

Grading Key: ☒ Clearly evident ☐ Somewhat evident ☐ Not present

VOCABULARY refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

High Priority Items – Passage Reading-Fluency Instruction

Rating	Criterion	Evidence		
		week 10 or initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Contains only words comprised of phonic elements and word types that have been introduced. (w)			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Builds toward a 120 word-per-minute fluency goal by end of grade 3. Assess fluency regularly. (w) [NRP, pg. 3-28]			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. (w) [NRP, pg. 3-28]			

Third Grade Reading Fluency Instruction – High Priority

Tally the number of criterion/elements with each rating. _____ ☒ _____ ☐ _____ ☐

Discretionary Items – Passage Reading – Fluency Instruction

Rating	Criterion
	1. Contains only irregular words that have been previously taught.
	2. Selects majority of high frequency irregular words from list of commonly used words in English.
	3. Introduces repeated readings after students read words in passages accurately. [NRP, pg. 3-28; 3-15]

Third Grade Fluency Instruction - Discretionary

Tally the number of criterion/elements with each rating. _____ ☒ _____ ☐ _____ ☐

GRADING KEY: ☒ CLEARLY EVIDENT ☐ SOMEWHAT EVIDENT ☐ NOT PRESENT

LISTENING COMPREHENSION: The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard are the foundation of reading comprehension.

High Priority Items - Reading Comprehension Instruction

Rating	Criterion	Evidence		
		week 10 or initial instruction	week 15	week 25
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Teaches background information and/or activates prior knowledge. (w) [NRP, pg. 4-108]			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Uses known or taught vocabulary and passages at appropriate readability levels for learners. (w)			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4. Cumulatively builds a repertoire of taught multiple strategies that are introduced, applied over the course of the year. (w) and (ss) [NRP, pg. 4-107]			
<input type="radio"/> <input type="radio"/> <input type="radio"/>	5. Explicitly teaches comprehension strategies with the aid of carefully designed examples and practice (e.g., comprehension monitoring, mental imagery, question generation, question answering, story structure, summarization). (w) [NRP, pg. 4-100 to 4-113]			

Third Grade Phonics Decoding and Word Recognition Instruction - Discretionary

Tally the number of criterion/elements with each rating. _____ ☒ _____ ☐ _____ ☐











Discretionary Items – Reading Comprehension Instruction






Rating	Criterion
<input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Provides cooperative learning activities that parallel requirements of instruction.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Begins with linguistic units appropriate to the learner; for example, uses pictures and a set of individual sentences before presenting paragraph or passage-level text to help students learn the concept of main idea.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Uses familiar, simple syntactical structures and sentence types.
<input type="radio"/> <input type="radio"/> <input type="radio"/>	4. Progresses to more complex structures in which main ideas are not explicit and passages are longer.

Third Grade Phonics Decoding and Word Recognition Instruction - Discretionary

Tally the number of criterion/elements with each rating. _____ ☒ _____ ☐ _____ ☐

Summary of Third Grade Ratings

High Priority Items		Discretionary Items	
Phonics – Decoding and Word Recognition Instruction (1)		Phonics – Decoding and Word Recognition Instruction (8)	
Vocabulary Instruction (4)		Vocabulary Instruction (3)	
Passage Reading – Fluency Instruction (3)		Passage Reading – Fluency Instruction (3)	
Reading Comprehension Instruction (7)		Reading Comprehension Instruction (4)	
<i>Third Grade High Priority Totals</i>		<i>Third Grade Discretionary Totals</i>	

Third Grade Design Features	
	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
	2. Provides ample practice on high-priority skills.
	3. Provides explicit and systematic instruction.
	4. Includes systematic and cumulative review of high priority skills.
	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

Evidence of Sufficient Instructional Quality	Insufficient Evidence of Instructional Quality

Comments	

Summary	